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1999 CTS AMENDMENTS to the Management and Marketing Guide to Standards and Implementation

Summary of Curriculum Changes

Course revisions:
- MAM1010: Management and Marketing Basics

Course deactivated:
- MAM2020: Promotion: Advertising

New courses:
- MAM2090: Promotion: Print Advertising
- MAM3100: Promotion: Broadcast Advertising

Section A

1. **Remove** pages A.1 to A.8 (1997) and **replace** with new pages A.1 to A.8 (1999).

Section B

1. **Remove** pages B.5 to B.8 (1997) and **replace** with new pages B.5 to B.8 (1999).

Section C

2. **Remove** pages C.1 to C.6 (1997) and **replace** with new pages C.1 to C.6 (1999).

Section D

1. **Remove** pages D.3 to D.8 (1997) and **replace** with new pages D.3 to D.8 (1999).

Section E

1. **Remove** pages E.1–2 (1997) and **replace** with new pages E.1–2 (1999).
2. **Remove** pages E.9 to E.14 (1997) and **replace** with new pages E.9 to E.14 (1999).

Section F

1. **Remove** pages F.1–2 (1997) and **replace** with new pages F.1–2 (1999).
2. **Remove** pages F.19–20 (1997) and **replace** with new pages F.19–20 (1999).
3. **Add** new pages F.45 to F.48 (1999).

Section G

1. **Remove** pages G.1 to G.4 (1997) and **replace** with new pages G.1 to G.4 (1999).
2. **Remove** pages G.27 to G.32 (1997) and **replace** with new pages G.27 to G.32 (1999).
3. **Remove** pages G.63 and G.64 (1997) and **replace** with new pages G.63 to G.68 (1999).

[redacted]n H

Remove pages H.5 to H.10 (1997) and **replace** with new pages H.5 to H.10 (1999).

[redacted]n I

Remove pages I.1 to I.38 (1997) and **replace** with new pages I.1 to I.8 (1999).

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Section C

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Section D

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Section E

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Section H

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Section I

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

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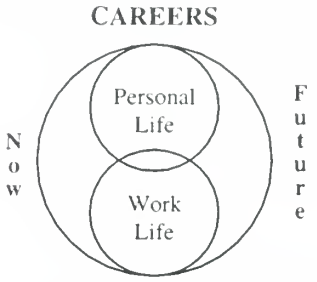
In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

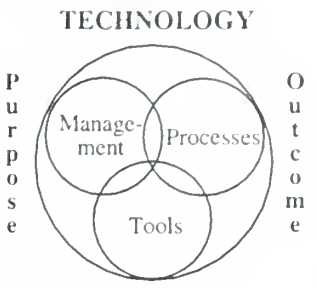


A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

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PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
  - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Courses are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

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Specific outcomes provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	31
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	20
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

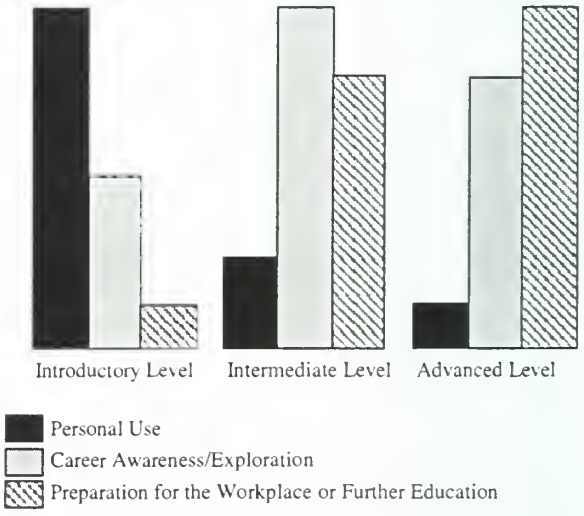
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

Intermediate level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



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CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

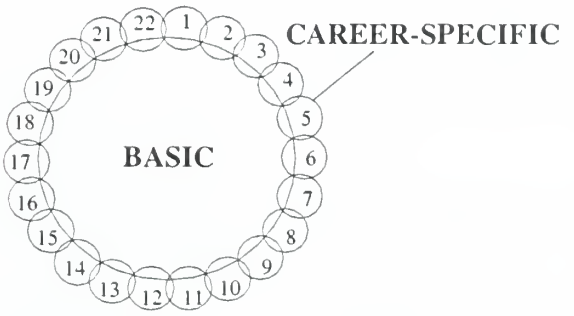
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



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BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

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Stage 1— *The student:*	Stage 2— *The student:*	Stage 3— *The student:*	Stage 4— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required
★**Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

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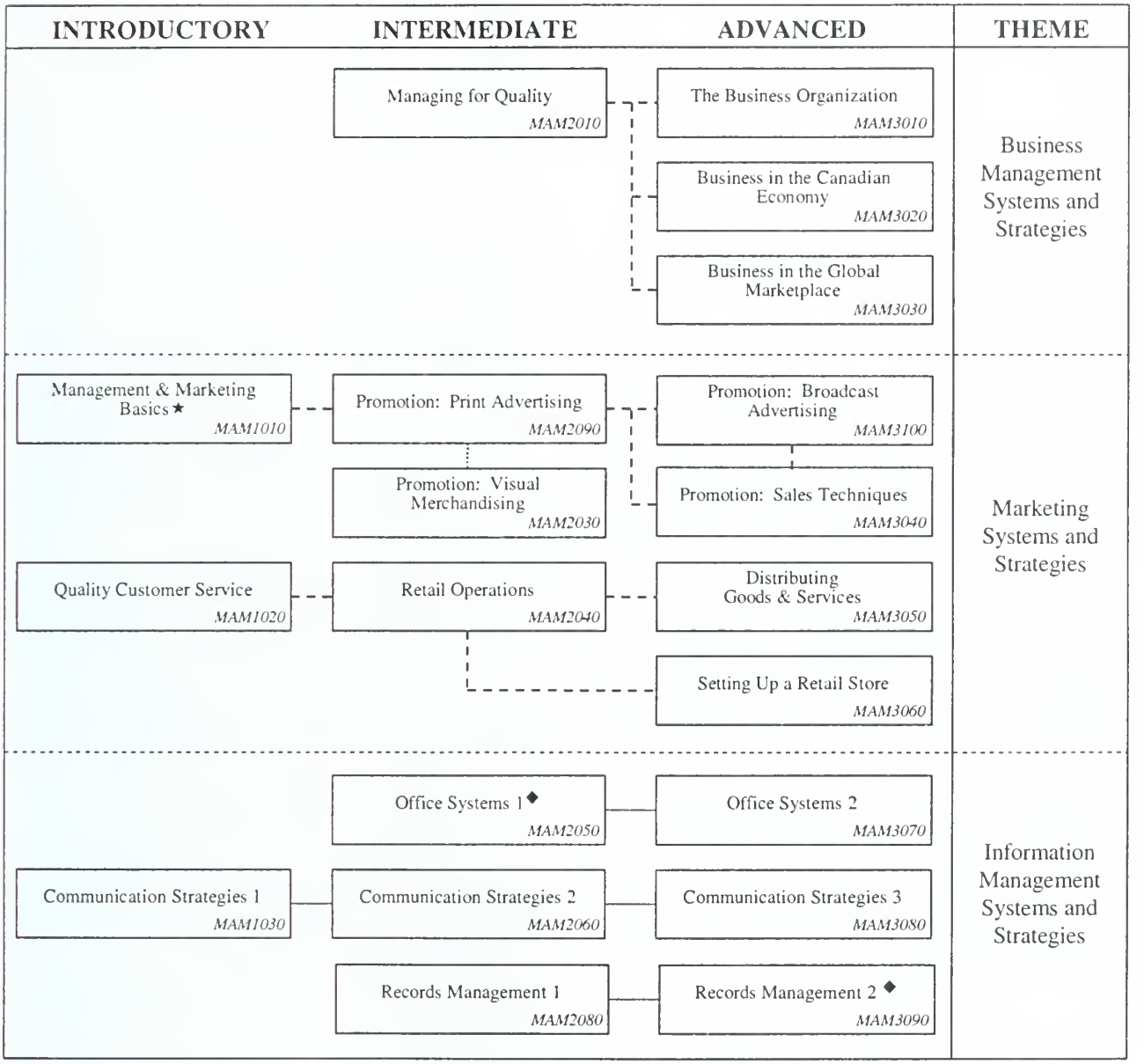

——— Prerequisite - - - - Recommended sequence

★ Course provides a strong foundation for further learning in this strand.

◆ Refer to specific courses for additional prerequisites.

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COURSE DESCRIPTIONS

Course MAM1010: Management & Marketing Basics
Students identify basic management and marketing concepts, and describe retail merchandising strategies of value to the retail employee, manager or owner.

Course MAM1020: Quality Customer Service
Students identify and describe the target customer and the selling floor, including sales and nonsales activities.

Course MAM1030: Communication Strategies 1
Students improve oral and written business communications skills necessary for efficient and effective management of information. The focus is on business writing strategies and composing at the computer when preparing memorandums, e-mail messages and business letters.

Course MAM2010: Managing for Quality
Students demonstrate basic managerial skills, by assuming roles and responsibilities of management to coordinate available resources to achieve quality results.

Course MAM2030: Promotion: Visual Merchandising
Students identify different types of visual merchandising, and describe how to construct attention-getting displays and how to evaluate visual merchandising.

Course MAM2040: Retail Operations
Students identify retail operations that are typically performed off the selling floor, away from customers.

Course MAM2050: Office Systems 1
Students identify and describe strategies and procedures in the office environment and managing processes and protocols related to electronic equipment, written communication transmittal and business travelling arrangements.

Course MAM2060: Communication Strategies 2
Students improve their basic oral and written communication strategies necessary to efficient and effective management of information. The focus is on technical writing strategies and composing at the computer when preparing informal business reports and proposals.

Course MAM2080: Records Management 1
Students demonstrate basic records management skills for a manual records system, emphasizing alphabetic coding procedures.

Course MAM2090: Promotion: Print Advertising
Students are introduced to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

Course MAM3010: The Business Organization
Students identify and describe organizational structures, management theories and organizations as working units. Students also explain their beliefs of what successful organizations might look like in the future.

Course MAM3020: Business in the Canadian Economy
Students expand and relate their knowledge of economics to how business decisions are made within the community, the province, nationally and internationally.

Course MAM3030: Business in the Global Marketplace
Students identify the opportunities and challenges that confront business people in establishing a global business operation.

Course MAM3040: Promotion: Sales Techniques
Students learn techniques for successful selling.

Course MAM3050: Distributing Goods & Services
Students explore the channels of distribution and modes of transportation used to direct goods from the producer to the consumer.

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Course MAM3060: Setting Up a Retail Store
Students develop retail store images, examine potential locations and design store layouts. Students should be given hands-on experience by researching a location for an actual retailing opportunity and design a layout for this retail store. This course focuses on students owning a retail business and learning the necessary steps for success.

Course MAM3070: Office Systems 2
Students demonstrate effective office environment strategies and processes, use electronic office equipment, and manage processes related to electronic communications and business meetings.

Course MAM3080: Communication Strategies 3
Students continue to improve basic oral and written communications strategies necessary to efficient and effective management of information. Focus is on technical writing strategies and composing at the computer when preparing formal business reports and proposals.

Course MAM3090: Records Management 2
Students describe the advantages of an automated records system. Numeric, subject and geographic coding are emphasized.

Course MAM3100: Promotion: Broadcast Advertising
Students are introduced to broadcast communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

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SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Management and Marketing strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and courses will be offered in a particular school, and will combine 1-credit CTS courses into multiple-credit CTS offerings.

Each 1-credit course was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each course.

A multiple-credit CTS offering will usually consist of 1-credit courses primarily from the same strand but, where appropriate, may include courses from other CTS strands. Refer to the *Guide to Education: ECS to Grade 12* (Appendix 1) for more information on course names and course codes.

Course selection and sequencing should consider:

- prerequisite(s)
- supporting course(s) (other CTS courses that may enhance the learning opportunity if offered with the course)
- course parameters
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The course parameters are defined in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select courses that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and within each 1-credit course.

Assessment of student achievement on the basic competencies is integrated throughout the other general outcomes. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the course. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

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Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each general outcome has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each general outcome and the student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a course qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Refer to Section I (Learning Resource Guide) to obtain directions for accessing up-to-date information about learning resources that have been identified to support the delivery of CTS courses in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected courses and include the following components:

- Why take this course?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

PLANNING FOR MANAGEMENT AND MARKETING

The following suggestions are provided to assist teachers, schools and school system administrators as they plan to deliver courses in the Management and Marketing strand.

Selecting Courses

The scope and sequence chart in Section B provides an overview of the Management and Marketing courses, indicating prerequisites and theme areas. Brief descriptions of each of the courses follow the scope and sequence chart in Section B.

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Management and Marketing in Junior High

Three introductory level courses may be offered at the junior high level: Management & Marketing Basics, Quality Customer Service and Communication Strategies 1. The number of courses will vary according to the time available throughout Grades 7, 8 and 9.

Time Available	Courses
25 hours	Management & Marketing Basics
50 hours	Management & Marketing Basics Quality Customer Service *or* Communication Strategies 1
75–100 hours	add courses from other CTS strands (e.g., Enterprise and Innovation, Communication Technology, Information Processing, Legal Studies, Financial Management)

Where appropriate, junior high school students may also take intermediate level courses.

Management and Marketing in Senior High

Following are a few examples of course groupings into sample courses:

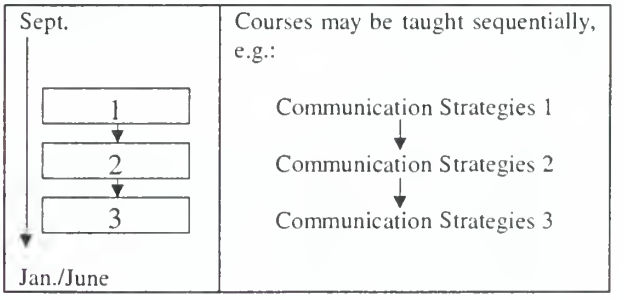
5–6 credits (no previous experience) (Business Management emphasis)	Management & Marketing Basics Communication Strategies 1 Managing for Quality The Business Organization Business in the Canadian Economy Business in the Global Marketplace
5–6 credits (no previous experience) (Information Management Systems and Strategies)	Communication Strategies 1 Office Systems 1 Records Management 1 Communication Strategies 2 Office Systems 2 Records Management 2
5–6 credits (no previous experience) Marketing/Retailing emphasis)	Management & Marketing Basics Quality Customer Service Retail Operations Promotion: Print Advertising Promotion: Visual Merchandising Promotion: Sales Techniques
5–15 credits (foundation for entry into workplace in customer service)	Quality Customer Service Retail Operations Promotion: Visual Merchandising and courses selected from other CTS strands (e.g., Foods, Tourism Studies, Logistics)
5–15 credits (foundation for entry into workplace into administrative support positions)	Managing for Quality Communication Strategies 1 Office Systems 1 and 2 Records Management 1 and 2 and courses selected from other CTS strands (e.g., Information Processing, Financial Management)

Courses could also be clustered into multiple-credit offerings that emphasize a particular theme.

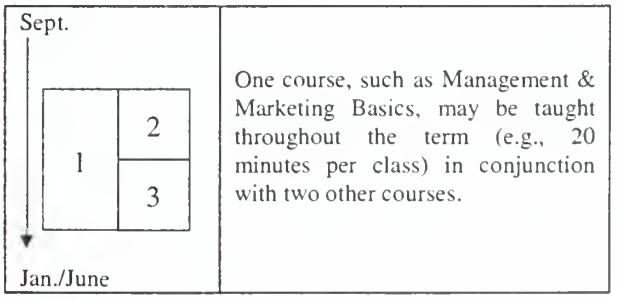
Organizing for Learning

Before selecting courses, teachers should check the course parameters outlined in each module (see Sections D, E and F of this Guide).

Scenario A



Scenario B


Sept.
1
2
3
Jan./June
One course, such as Management & Marketing Basics, may be taught throughout the term (e.g., 20 minutes per class) in conjunction with two other courses.

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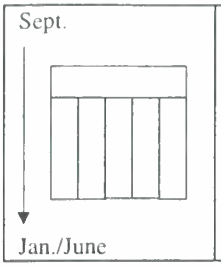
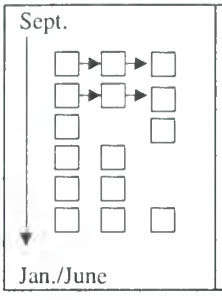
Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



All students take one or two common courses together, then are able to select other courses from a menu of courses made available to them.

Scenario D



From a list of courses identified by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Identifying Linkages

Section H of this Guide describes some linkages that are possible within the Management and Marketing strand and:

- other CTS strands
- junior and senior high school math and science programs. Additional linkages with language arts and social studies and complementary programs will be defined over time.

Special Relationship to Enterprise and Innovation

The Management and Marketing strand expands and enhances competencies developed within the Enterprise and Innovation strand. For many students, courses will include both Enterprise and Innovation and Management and Marketing. The Extended Scope and Sequence in Section H shows how the two strands can be integrated.

Enterprise and Innovation courses focus on encouraging individuals to establish ventures (both profit and non-profit), providing students with a comprehensive understanding of how to start and manage a business and market a product or service. Management and Marketing provides more depth and specialization, emphasizing profit and competition within the Canadian and global economies. While Enterprise and Innovation emphasizes small business organizations, Management and Marketing includes large organizations, both private and public.

Other Linkages within CTS

Students will also find that selected courses from Management and Marketing complement their learnings from other CTS strands. For example, a student focusing on Mechanics who plans to own a garage would benefit from learning effective and efficient strategies to manage the shop and market the repair services. Students targeting any one of the Management and Marketing themes will benefit from courses from other CTS strands.

A sample of these combinations are provided in the table below.

Management and Marketing Themes	Complementary Strand
Business Management Systems and Strategies	Enterprise and Innovation Legal Studies Financial Management Information Processing
Marketing Systems and Strategies	Enterprise and Innovation Communication Technology Fashion Studies Design Studies Information Processing Logistics Tourism Studies
Information Management Systems and Strategies	Information Processing Communication Technology

Note that project courses from the Career Transitions strand may be combined with courses from other strands to provide increased opportunity for students to develop expertise and refine their competencies.

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Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

Improving Smooth Transition to the Workplace and/or Related Post-secondary Programs

Section H of this Guide also provides potential transitions students may make:

- into the workplace
- into related post-secondary programs or other avenues for further learning.

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COURSE MAM1010: MANAGEMENT & MARKETING BASICS

Level: Introductory

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students identify basic management and marketing concepts, and describe retail merchandising strategies of value to the retail employee, manager or owner.

Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• relate management concepts to: – his or her personal life – organizations he or she is involved in – different types of businesses (large and small)	• a personal management project consisting of how people use planning, organizing, leading and monitoring skills every day when striving to achieve success in: – personal and family lives – local organizations including schools – local businesses. *Assessment Tool* *Presentations/Reports: Management and Marketing Projects (MAM1010–1)* *Standard* *Rating of 1 in each applicable task*	20
• describe the characteristics of marketing and decisions made within the marketing mix	• a marketing project consisting of selecting and/or making a product and/or a service and listing decisions that a manufacturer, wholesaler and/or retailer would make regarding product/service, price, promotion, place, consumer and competition. *Assessment Tool* *Presentations/Reports: Management and Marketing Projects (MAM1010–1)* *Standard* *Rating of 1 in each applicable task*	30

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the role of retailing: – in Canadian history – in Canada today – in Canada in the future	• a written, oral and/or visual presentation consisting of: – role of retailing in the marketplace – evolution of retailing – role of technology in retailing – functions of retailing (buying, selling and merchandising). *Assessment Tool* *Presentations/Reports: Management and Marketing Projects (MAM1010–1)* *Standard* *Rating of 1in each applicable task*	20
• identify and analyze retail merchandising strategies used in the marketplace today	• a written, oral and/or visual presentation on merchandising strategies related to product, price, service, place and promotion. *Assessment Tool* *Presentations/Reports: Management and Marketing Projects (MAM1010–1)* *Standard* *Rating of 1 in each applicable task*	20
• identify management and marketing careers of personal interest	• a personal inventory of self to include: – assessment of talents and interests – exploration of management and marketing careers related to talents and interests – identification of career interests. *Assessment Tool* *Assessment Task: Career Profiles (MAMCARE)* *Standard* *Three career profiles, all sections completed*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes
Management Systems and Strategies	*The student should:* • define and describe past and present experiences of management: – personal management – management at home – management of the school – management of organizations to which he or she belongs • identify and describe the role of management in an organization: planning, organizing, leading, monitoring, communicating • identify features of different forms of business ownership; e.g., sole proprietor, partnership, corporation, franchise, cooperative, conglomerate, multinational, crown corporation.	
Marketing Systems and Strategies	• describe his or her past or present marketing experiences • identify the importance of marketing to a market economy • analyze the relationship between satisfying consumers and making a profit • identify the components of the "marketing mix" (four Ps and two Cs) • research decisions made in each component of the marketing mix • describe the focus marketing takes for different types of businesses: – *manufacturers* – product and service development – *wholesalers* – marketing products and services to retailers and other businesses – *retailers* – marketing to end user (the ultimate consumer) • describe the effect marketing decisions have on society (environmental concerns, cultural issues) • differentiate between marketing and retail merchandising.	To production? to consumption? Can you have one without the other? Product, price, promotion, place, consumers, competition. Compare these decisions to making a cake; e.g., what happens when one of the ingredients is missing? What happens when you change an ingredient, such as vanilla, to chocolate? For example, reduce, reuse, recycling.

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Concept	Specific Outcomes	Notes
The Role of Retailing in Marketing	*The student should:* • discuss the important role of retailing in Canada	Closest link is to the consumer.
	• describe the evolution of retailing in Canada	Historical perspective (e.g., bartering and the marketplace, impact of World War I, railway and automobiles, introduction of the supermarket).
	• analyze the role of technology in the evolution of retailing including: – electronic banking (debit and credit cards) – home shopping – scanners/UPCs (Universal Product Codes) – improved product quality – just-in-time delivery	
	• identify and explain the three major functions of retailers: – buying – selling – merchandising.	Merchandising is having the right goods, in the right quantity, at the right price, at the right time, in the right place and ensuring consumers know about it.
Retail Merchandising Strategies	• analyze and show examples of *product merchandising strategies* used to increase sales including: – scrambled merchandising – narrowing the product line – sampling and product demonstrations – shelf positioning (eye-level) – packaging (name, colour, size, pictures) – brand selection and identification	Scavenger hunt in a variety of retail stores could be used when exploring merchandising strategies. National brands, house brands, no name.
	• analyze and show examples of *pricing merchandising strategies* used to increase sales including: – multiple pricing – unit pricing on shelves – warehouse pricing – loss leaders	Three for $1.00.

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Concept	Specific Outcomes	Notes
Retail Merchandising Strategies (continued)	*The student should:* • analyze and show examples of *service merchandising strategies* used to increase sales including: – hours of operation – franchising—dependable, consistent – loyalty programs; e.g., points for purchases – delivery, gift wrapping, installation or repair – satisfaction guaranteed • analyze and show examples of *place merchandising strategies* used to increase sales including: – size of store – layout of store—commonly purchased items placed around the perimeter of the store – use of direct lighting to enhance products • analyze and show examples of *promotional merchandising strategies* used to increase sales including: – visual merchandising—window displays, point of purchase displays (POP) – posters and advertisements around the store that coordinate with promotional campaigns in the media – shelf cards indicating specials – packaging and labelling.	Big has lots to offer, small is specialized and knowledgeable. For example, produce in a supermarket. POP displays include end of counter, tumble (bins), multiple pricing, tie-in displays (related items). Pictures and graphics on packaging, brand names.
Careers and Opportunities	• analyze a variety of careers available within the field of management and marketing • identify careers of interest within the field of management and marketing.	Retailing, wholesaling, manufacturing, advertising, etc.

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COURSE CURRICULUM AND ASSESSMENT STANDARDS:
SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Management and Marketing.

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Course MAM2010: Managing for Quality E.3
Course MAM2090: Promotion: Print Advertising E.9
Course MAM2030: Promotion: Visual Merchandising E.15
Course MAM2040: Retail Operations E.21
Course MAM2050: Office Systems 1 ..... E.27
Course MAM2060: Communication Strategies 2 ..... E.31
Course MAM2080: Records Management 1 ..... E.35

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COURSE MAM2090: PROMOTION: PRINT ADVERTISING

Level: Intermediate

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students are introduced to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

Parameters: Computer workstation with graphics software is recommended for print advertising.

Supporting Course: MAM1010 Management & Marketing Basics

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe principles involved in the advertising process and apply these principles to print media	*Assessment of student achievement should be based on:* • a concept test consisting of questions regarding the principle concepts and terminology in the advertising process including: – definition of advertising and publicity – controversial issues, laws, regulations and ethics in advertising – identification and selection of target markets – objectives of advertising – examples of geographical advertising (local, regional, national, international) – media: advantages and disadvantages of each medium and cost considerations (print and broadcast media). *Assessment Tool* *Sample Test Items*—Marketing Today: A Retail Focus, 2nd *ed., Teacher's Resource, Chapter 12 test* *Standard* *Rating of 60% or higher on concept test*	20

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• evaluate print advertisements	• an evaluation of advertisements consisting of a collection of three advertisements from print media, which includes: – target market, objective – effective use of each component – how the AIDA concept was used (**A**ttention, **I**nterest, **D**esire, **A**ction). *Assessment Tool* *Assessment Task: Evaluation of Print Advertisements (MAM2090–1)* *Standard* *Three advertisements evaluated for each media, all sections completed*	20
• design and create an effective print advertisement	• a project consisting of: – preplanning of advertisement through use of rough draft, radio script or storyboard – final draft – presentation of the advertisements – self-assessment of created advertisement. *Assessment Tool* *Assessment Guide: Print Advertisements (MAM2090–1)* *Standard* *Rating of 2 in each applicable task*	50
• identify personal interests and opportunities as they relate to careers in advertising	• a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range. *Assessment Tool* *Assessment Task: Career Profiles (MAMCARE)* *Standard* *Three career profiles, all sections completed*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Outcomes	Notes
	The student should:	
The Advertising Process	• explain what advertising is and what purpose it serves	Collect a range of advertisements and publicity notices and establish a portfolio or scrapbook.
	• differentiate between publicity and advertising	Gender stereotyping, misleading advertising, and regulations.
	• describe the various criticisms, controversies, laws and ethics regarding advertising	
• Target Market	• provide examples that illustrate a variety of target markets for the following types of advertisements: – consumer products – consumer services – business product – business service – advocacy (institutional) advertising	Who will buy it, when, where? Are features of product or service transformed into customer benefits?
• Objectives	• describe a variety of objectives marketers use when developing advertising campaigns	For example, attract new customers, inform customers of a new product.
• Geographic Market	• provide specific examples of geographical promotional strategies: – local – regional – national – international	For example, small local businesses advertising locally versus large corporations advertising nationally.
• Media	• identify and provide examples of various print and broadcast media	
	• describe the advantages and disadvantages of each medium	
	• compare costs in relationship to return on investment (audience versus cost of creating/producing and placing advertisement).	
Creating a Print Advertisement	• explain the steps in planning a print advertisement: – type of print media – state the objective – define the target audience – select the buying motive (use of USP)	For example, newspaper, magazine, flyer, direct mail. Unique selling points.

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Concept	Specific Outcomes	Notes
Creating a Print Advertisement (continued)	*The student should:* • identify and analyze each component of a print advertisement: – borders – headline(s) – illustration or graphic – copy – logo (signature) • demonstrate the use of effective layout arrangements: – use of borders – use of white space – use of different fonts – placement of the various components • present and evaluate own print advertisement.	Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.
Career Exploration	• analyze a variety of career opportunities in print advertising • identify personal interests, talents and experiences as they relate to careers in print advertising.	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.

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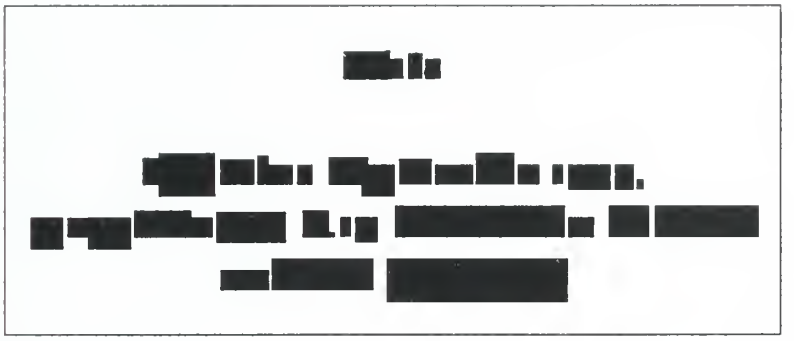

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COURSE CURRICULUM AND ASSESSMENT STANDARDS:
SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Management and Marketing.

> Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Course MAM3010: The Business Organization F.3
Course MAM3020: Business in the Canadian Economy F.9
Course MAM3030: Business in the Global Marketplace F.13
Course MAM3040: Promotion: Sales Techniques F.19
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Course MAM3090: Records Management 2 ..... F.41
Course MAM3100: Promotion: Broadcast Advertising F.45

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COURSE MAM3040: PROMOTION: SALES TECHNIQUES

Level: Advanced

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students learn techniques for successful selling.

Parameters: No specialized equipment or facilities.

Supporting Courses: MAM1010 Management & Marketing Basics
MAM2090 Promotion: Print Advertising

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• critique salespersons and customers during the selling process	• critiquing a minimum of three sales presentations from a variety of resources including: – live – video – cases. *Assessment Tool* *Assessment Task: Observe and Critique Sales Presentations (MAM3040–1)* *Standard* *Critique 3 presentations, all sections completed*	20
• develop and demonstrate proper sales techniques	• planning, presenting and self-assessing a person-to-person sales presentation using a product that can be demonstrated. Include all steps of the selling process. *Assessment Tool* *Assessment Guide: Sales Presentation (MAM3040–2)* *Standard* *Rating of 2 in each applicable task*	70
• identify personal interests and opportunities as they relate to careers in sales	• a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range. *Assessment Tool* *Assessment Task: Career Profiles (MAMCARE)* *Standard* *Three career profiles, all sections completed*	10

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
The Salesperson	*The student should:* • define selling and discuss the role of the salesperson in: – the buying and selling process – selling self, the products/services, the business – human relations • discuss the effect of ethical and legal considerations on the role of the salesperson • identify personality traits that are needed by salespeople and indicate why they are important • list characteristics that customers expect to find in a salesperson and indicate: – why they are important – why they can have either a positive or negative effect • explain what is required in a successful sales presentation.	
Satisfying Customers	• describe why people buy • describe different customer types • describe what produces satisfaction when making a personal purchase: – evaluation of alternatives – making the purchase – re-evaluating the purchase.	See Quality Customer Service (MAM1020).

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COURSE MAM3100: PROMOTION: BROADCAST ADVERTISING

Level: Advanced

Theme: Marketing Systems and Strategies

Prerequisite: None

Description: Students are introduced to broadcast communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

Parameters: Access to a cassette player with a microphone and camcorder for broadcast advertising.

Supporting Course: MAM1010 Management & Marketing Basics

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • investigate and report on basic broadcast media types and concepts	*Assessment of student achievement should be based on:* • a presentation or report consisting of a minimum of three of the following: – types of broadcast media – role of Canadian Radio–television and Telecommunications Commission (CRTC) – brief history of both radio and television – types of ownership of both radio and television – local examples of radio stations and television networks and the types of audiences they attract. *Assessment Tool* *Presentations/Reports: Overview of Broadcast Media (MAM3100–1)* *Standard* *Rating of 2 for each applicable task*	20

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General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• evaluate advertisements for radio and television mediums	• an evaluation of advertisements consisting of a collection of three advertisements for each medium (radio and television) which includes: – type of media, target market, objective – effective use of each component or production techniques – how the AIDA concept was used (**A**ttention, **I**nterest, **D**esire, **A**ction). *Assessment Tool* *Assessment Task: Evaluation of Radio and Television Commercials (MAM3100–2)* *Standard* *Three advertisements evaluated for each media, all sections completed*	30
• design and create an effective promotional advertisement for each of the following media: – television – radio	• a project consisting of: – preplanning of advertisement through use of rough draft, radio script or storyboard – final draft – presentation of the advertisements – self-assessment of created advertisement. *Assessment Tool* *Assessment Guide: Production of Radio Commercials (MAM3100–3)* *Assessment Guide: Production of Television Commercials (MAM3100–4)* *Standard* *Rating of 2 in each applicable task*	50
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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COURSE MAM3100: PROMOTION: BROADCAST ADVERTISING (continued)

Concept	Specific Outcomes	Notes
Overview of Broadcast Media	*The student should:* • describe the types of broadcast advertising • describe the role of the CRTC • describe the history of both radio and television • explain the types of ownership and programming found in radio and television • identify a variety of radio stations available to the various listeners in the immediate area • describe the types of television stations: – network-affiliated – network-owned – independent • describe other means of television advertising such as cablevision, pay-TV, videocassette recordings, satellite, infomercials.	Radio, television.
Advertising on Radio	• analyze radio advertising including: – radio time slots – effectiveness of commercial • identify and calculate the cost of radio commercials in various time slots • identify elements involved in preparation of a radio commercial • demonstrate the use of radio production techniques when planning and producing a radio commercial • present and evaluate own radio commercial.	Use of AIDA concept: attract attention, create interest, stimulate desire, induce action. Analyze radio ads: e.g., script types, live versus taped, length, repetition, voices.

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Concept	Specific Outcomes	Notes
Advertising on Television	*The student should:* • analyze television commercials including: – time slots – effectiveness of the commercial • identify and calculate the costs of television commercials in various time slots • demonstrate the use of television production techniques when planning and producing a television commercial: – storyboard preparation – use of equipment • present and evaluate own television commercial.	Use of AIDA concept: attract attention, create interest, stimulate desire, induce action. Camcorder-types and lengths of shots, lighting, production sequence.

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MANAGEMENT AND MARKETING

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a course. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/ industry and post-secondary that students can demonstrate the competencies specified in the courses they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS courses, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Learning.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the course (course learner expectations), the teacher will designate the course as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the course—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The *Guide to Education: ECS to Grade 12* specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other courses.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible. Further information about assessing and reporting student achievement in CTS is provided in the *CTS Manual for Administrators, Counsellors & Teachers* (Assessing Student Achievement).

Components of Assessment Standards in CTS

The following components are included in each course:

- **general outcomes** (in the shaded left column of the course) define the exit-level competencies students are expected to achieve to complete a course. Each general outcome defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** general outcomes within a course to be successful.

- **suggested emphasis** (in the right column of the course) provides a guideline for the relative significance of each general outcome and can be used to organize for instruction.

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ASSESSMENT TASK: EVALUATION OF PRINT ADVERTISEMENTS **MAM2090–1**

Student Name(s)_____ **Standard:** **collects and evaluates a minimum of three print advertisements, complete all sections below.**

Print Ad 1	Print Ad 2	Print Ad 3
Name magazine, newspaper, etc.	Name magazine, newspaper, etc.	Name magazine, newspaper, etc.
Identify target market.	Identify target market.	Identify target market.
State the objective of the advertisement.	State the objective of the advertisement.	State the objective of the advertisement.
Comment on use of AIDA concept.	Comment on use of AIDA concept.	Comment on use of AIDA concept.
Identify elements presented in the advertisement. ☐ headline ☐ dominate feature ☐ copy ☐ related items (suggested selling) ☐ price ☐ logo (signature cut) ☐ other information (e.g., address, phone, hours) ☐ border ☐ limited number of fonts ☐ effective use of white space	Identify elements presented in the advertisement. ☐ headline ☐ dominate feature ☐ copy ☐ related items (suggested selling) ☐ price ☐ logo (signature cut) ☐ other information (e.g., address, phone, hours) ☐ border ☐ limited number of fonts ☐ effective use of white space	Identify elements presented in the advertisement. ☐ headline ☐ dominate feature ☐ copy ☐ related items (suggested selling) ☐ price ☐ logo (signature cut) ☐ other information (e.g., address, phone, hours) ☐ border ☐ limited number of fonts ☐ effective use of white space
Comment on the overall presentation of ad.	Comment on the overall presentation of ad.	Comments on the overall presentation of ad.

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STUDENT: _____ NAME OF PRODUCT: _____

Observations of Student	CRITERIA *The student:*
4 3 2 1 0	**Creativity and neatness** ☐ all parts of the ad are attractive ☐ the ad has a clean, uncluttered look ☐ idea is original, unique and clever
4 3 2 1 0	**Layout** ☐ typefaces (fonts) selected are appropriate for the product or store ☐ white space used properly to enhance the overall appearance of the advertisement ☐ the ad has a focal point (a place for the eye to begin) ☐ the ad flows (positioning each element in a logical place, moving the reader's eye from one element to the other) ☐ all parts of the advertisement tie together and relate to the objective of the advertisement
4 3 2 1 0	**Parts of an advertisement** ☐ attention-getting *headline* ☐ dominant *illustration* that enables reader to tell at a glance what the ad is about ☐ *copy* relates product features and turns them into customer benefits ☐ recognizable *logo* is present
4 3 2 1 0	**Selling Power** ☐ overall impact of ad induces the reader into action ☐ other information pertinent to the reader is given; e.g., store hours, address, phone number ☐ action words are used to bring the customer into the store; e.g., limited offer/quantities
4 3 2 1 0	**Oral Presentation** ☐ explains how the objective was achieved and the section of the newspaper the ad would best be placed ☐ describes how the AIDA concept was used in developing the advertisement

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

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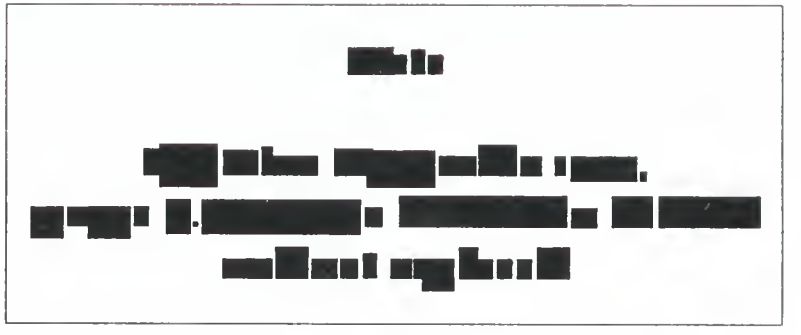

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RECORDS MANAGEMENT PLANNING SHEET MAM3090–2

STUDENT NAME(S): _____

PURPOSE OF RECORDS MANAGEMENT SYSTEM: _____

INTENDED USER(S): _____

Categories	Field Names	Indexing Order	Field Type	Field Length

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STUDENT: _____

Observations of Student	CRITERIA Investigate and report on basic broadcast media concepts. *The student:*
4 3 2 1 0	☐ **Preparation and Planning** • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status
4 3 2 1 0	**Content** – prepares a report consisting of a minimum of three of the following: ☐ types of broadcast advertising ☐ role of the CRTC ☐ history of radio and television ☐ types of ownership and programming found in radio and television ☐ identifies a variety of radio stations and their target market in local marketplace ☐ investigate emerging broadcast advertising medium, pay-TV, video cassette, movies, infomercials, etc.
4 3 2 1 0	☐ **Presenting/Reporting** • demonstrates effective use of at least two communication media *e.g., Written: spelling, punctuation, grammar, format (formal/informal)* *Oral: voice projection, body language, appearance* *Audio-visual: techniques, tools, clarity* • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

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ASSESSMENT TASK: EVALUATION OF RADIO AND TELEVISION COMMERCIALS

MAM3100–2

Student Name(s) _____

Standard: **collect and evaluate a minimum of three commercials, complete all sections below.**

Commercial 1	Commercial 2	Commercial 3
Type of medium and station: (radio or television)	**Type of medium and station:** (radio or television)	**Type of medium and station:** (radio or television)
List time slot and length: (When and Where)	List time slot and length: (When and Where)	List time slot and length: (When and Where)
Identify target audience.	Identify target audience.	Identify target audience.
Explain objective and buying motive.	Explain objective and buying motive.	Explain objective and buying motive.
Identify type of commercial. (testimonial, announcement, etc.)	Identify type of commercial. (testimonial, announcement, etc.)	Identify type of commercial. (testimonial, announcement, etc.)
Comment on use of AIDA concept.	Comment on use of AIDA concept.	Comment on use of AIDA concept.
Identify elements presented in the advertisement: ☐ originality – creative, fresh, clever ☐ impact on the viewer/listener ☐ clear audio (voices, music, special effects) ☐ good flow/smoothness/continuity ☐ customer identifies with product	Identify elements presented in the advertisement: ☐ originality – creative, fresh, clever ☐ impact on the viewer/listener ☐ clear audio (voices, music, special effects) ☐ good flow/smoothness/continuity ☐ customer identifies with product	Identify elements presented in the advertisement: ☐ originality – creative, fresh, clever ☐ impact on the viewer/listener ☐ clear audio (voices, music, special effects) ☐ good flow/smoothness/continuity ☐ customer identifies with product
Comment on the overall presentation.	Comment on the overall presentation.	Comment on the overall presentation.

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ASSESSMENT GUIDE: PRODUCTION OF RADIO COMMERCIALS — MAM3100–3

STUDENT: _____ TITLE OF COMMERCIAL: _____

Observations of Student	CRITERIA *The student:*
4 3 2 1 0	**Written Script** ☐ organizes format including dialogue, sound effects and special instructions noted ☐ uses attractive, easy-to-read format
4 3 2 1 0	**Content of Commercial** ☐ originality–creative, fresh, clever ☐ impact–the ad is believable ☐ attracts attention by a strong opening ☐ builds interest by focusing on a single big idea (make every word count) ☐ arouses desire by promoting customer benefits (emotional involvement, repeat major points) ☐ induces action by creating an urgency to buy now and/or gives address, phone number, hours of operation
4 3 2 1 0	**Technical Excellence** ☐ commercial does not exceed 15-, 30- or 60-second assigned air time ☐ audio is clear including voices, music and special effects ☐ smoothness or continuity exists throughout ☐ customer can easily identify the product being advertised
4 3 2 1 0	**Oral Presentation** ☐ explained objective, target audience and buying motives ☐ justified time slot and station selected ☐ explained type of commercial (straight announcement, testimonial, jingle, etc.) ☐ described how the AIDA concept was used in the production of commercial

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

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STUDENT: _____ TITLE OF COMMERCIAL: _____

Observations of Student	CRITERIA *The student:*
4 3 2 1 0	**Storyboard** ☐ illustrates of each shot with dialogue (illustration should convey what the shots are about) ☐ describes type and length of shot ☐ includes special instructions for effects when producing the shot
4 3 2 1 0	**Content of Commercial** ☐ originality – creative, fresh, clever ☐ impact – the ad is believable ☐ attracts attention by a strong opening ☐ builds interest by focusing on a single big idea (make every shot count) ☐ arouses desire by promoting customer benefits (emotional involvement, repeat major points) ☐ induces action by creating an urgency to buy now and/or gives address, phone number, hours of operation
4 3 2 1 0	**Technical Excellence** ☐ commercial does not exceed 15-, 30- or 60-second assigned air time ☐ visuals and audio are clear ☐ editing is evident, creates an illusion of reality by cutting out the dead parts; presents interesting action-oriented shots ☐ smoothness or continuity exists throughout ☐ customers can easily identify the product being advertised
4 3 2 1 0	**Oral Presentation** ☐ explains objective, target audience and buying motives ☐ justifies time slot ☐ describes how the AIDA concept was used in the production of the commercial

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

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When planning, it should be taken into consideration that the introductory Management and Marketing courses could act as a foundation to Enterprise and Innovation. Basic economic, management and marketing concepts are introduced in Management & Marketing Basics and basic consumer behaviour concepts in Quality Customer Service. As well, Quality Customer Service offers practical hands-on skills for entry-level retailing. All of these concepts can enhance the success of Enterprise and Innovation. The Information Highway I, from the Information Processing strand, could offer students the opportunity to search for existing business opportunities through the Internet. For schools wishing to offer a grade 7, 8 and 9 program, these six courses could be offered during a student's junior high career. Other courses from other strands that could enhance the study of Management and Marketing and Enterprise and Innovation include:

- Career Transition Project Courses (Introductory Level)
- Financial Management (Introductory Level)
- Logistics (Introductory Level courses).

Linking With Enterprise and Innovation: In Senior High

All introductory, intermediate and advanced courses may be offered to senior high students. However, some students may have some of the competencies identified through the following courses or involvement in:

- junior high Enterprise and Innovation/Management and Marketing courses
- school/community associations (e.g., Peer Support, Student Government, Junior Achievement)
- a family business
- an enterprising initiative of their own (e.g., lawn maintenance, snow removal, baby-sitting, house sitting, pet care).

Student may wish to challenge part or all of the general outcomes in certain courses.

Following are a few examples of possible course groupings that integrate the Business and Marketing Systems and Strategies theme in Management and Marketing with Enterprise and Innovation. (See the Extended Scope and Sequence chart in this section showing both strands).

At the introductory level, students can gain entry-level experience in management and marketing at the retail level. This gives them an opportunity for hands-on experience in a business. At the intermediate level, students can expand their experience to develop a venture of their own. During this time they can identify their strengths and weaknesses (e.g., management, sales, promotion, recordkeeping, finance). At the advanced level, students can select courses that develop their weaknesses or enhance their strengths.

Introductory level (choose three to six courses):

- Challenge & Opportunity
- Management & Marketing Basics
- Quality Customer Service.

Two additional Enterprise and Innovation courses focus on a venture:

- Planning a Venture
- Implementing the Venture.

Two additional Marketing and Management courses focus on entry-level retailing:

- Promotion: Visual Merchandising
- Retail Operations.

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Intermediate level (choose three to six courses) with the focus on establishing a retail business:

- Planning a Venture
- Managing the Venture
- Marketing the Venture
- Promotion: Visual Merchandising
- Promotion: Print Advertising
- Financing Ventures
- Retail Operations
- Setting Up a Retail Store
- Implementing the Venture.

Advanced level (choose three to six courses) with the focus on Management

- Managing for Quality
- The Business Organization
- Managing the Venture
- Business in the Global Marketplace
- Expanding the Venture
- One other course from ENT or MAM
- A leadership course from CTR.

Advanced level (choose three to six courses) with the focus on Marketing:

- Marketing the Venture
- Promotion: Broadcast Advertising
- Promotion: Sales Techniques
- Distributing of Goods and Services
- Setting Up a Retail Store
- plus one other course from ENT or MAM.

Linking With Logistics

Logistics is the movement of goods from the producer to the consumer. It links directly with place, one of the four submixes in marketing. Within the place, submix decisions regarding distribution channels and modes of transportation to use are made. Courses that focus on place and that have strong links with Logistics include:

- Retail Operations
- Distributing of Goods and Services.

Linking With Fashion Studies

The Fashion Studies business/merchandising theme links directly with the retail merchandising courses in the marketing systems and strategies theme of Management and Marketing. Specific courses include:

Fashion	Fashion Merchandising
	Fashion Retailing
Marketing	Quality Customer Service
	Promotion: Print Advertising
	Promotion: Visual Merchandising
	Retail Operations
	Promotion: Broadcast Advertising
	Promotion: Sales Techniques
	Distributing of Goods and Services
	Setting up a Retail Store.

Students interested in Fashion Merchandising should refer to the Fashion Studies linkages section for an extended scope and sequence.

Linking With Information Processing

The information management systems and strategies theme of Management and Marketing links directly with Information Processing. Information management offers students the opportunity to learn basic knowledge, skills and attitudes necessary for success in today's office environment. Such learning links well with the learning of software and systems in the Information Processing strand. Note the prerequisites required to take many of these courses. Knowledge and skills of keyboarding, word processing and data bases are necessary for success in the information management courses. Following are a few examples of possible course groupings that integrate the two strands.

Introductory level (choose three to six courses) might include:

- Computer Operations
- Keyboarding 1
- Word Processing 1
- Database 1
- Communication Strategies 1
- Information Highway 1.

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Intermediate level (choose three to six courses):

- Keyboarding 2 or 3
- Word Processing 2
- Correspondence
- Office Systems 1
- Communication Strategies 2
- Reports
- Records Management 1.

Advanced level (choose three to six courses):

- Keyboarding 4
- Word Processing 3
- Sotware Integration 2
- Office Systems 2
- Communication Strategies 3
- Records Management 2.

Multi-level (choose three to six courses) with a focus on Electronic Communications:

- Computer Operations
- Information Highway 1
- Workstation Operations
- Local Area Networks
- Information Highway 2
- Hardware/Software Analysis.

This course grouping would be useful for students interested in understanding the technical aspects of the information highway as well as using it.

With Other Secondary Programs

Management and Marketing has linkages with mathematics, language arts, economics and social studies. Depending on the venture selected, there may be linkages with numerous other courses. Potential linkages of Management and Marketing with other core and complementary subject areas across the curriculum are identified in this section (see "Management and Marketing: Connections Across the Curriculum").

TRANSITIONS

To the Community/Workplace

Information from the National Occupational Classification (NOC) regarding occupations in management and marketing-related areas that can be accessed upon completion of high school is provided in this section (see "Management and Marketing: Related Occupations").

The NOC chart indicates occupations for which Management and Marketing provides a foundation. High school students could potentially move into:

- seven occupations requiring a high school education
- 26 occupations that require further education at a college or technical institution (possibly obtaining advanced standing or preferred entrance in the post-secondary program)
- occupations that require further education at the university level (possibly obtaining preferred entrance into a program).

To Related Post-secondary Programs

An outline of post-secondary institutions in Alberta currently offering programs in management and marketing-related areas is provided in "Management and Marketing: Summary of Related Post-secondary Programs."

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LINKAGES - *Management and Marketing: Connections With Other CTS Strands*

Management & Marketing Courses	Other CTS Strands: Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Energy and Mines	Electro Technologies	Enterprise and Innovation	Fashion Studies	Financial Management	Foods	Fabrication Studies	Forestry	Legal Studies	Logistics	Information Processing	Mechanics	Tourism Studies	Wildlife
Theme: Business Management Systems and Strategies																					
MAM2010: Managing for Quality		■								■											
MAM3010: The Business Organization		■								■											
MAM3020: Business in the Canadian Economy										■											
MAM3030: Business in the Global Marketplace										■											
Theme: Marketing Systems and Strategies																					
MAM1010: Management & Marketing Basics										■											
MAM1020: Quality Customer Service										■											
MAM2090: Promotion: Print Advertising										■	■										
MAM2030: Promotion: Visual Merchandising										■	■										
MAM2040: Retail Operations										■	■										
MAM3100: Promotion: Broadcast Advertising										■	■										
MAM3040: Promotion: Sales Techniques										■	■										
MAM3050: Distributing Goods & Services										■											
MAM3060: Setting Up a Retail Store										■	■										
Theme: Information Management Systems and Strategies																					
MAM1030: Communication Strategies 1		■	■														■				
MAM2050: Office Systems 1																	■				
MAM2060: Communication Strategies 2			■							■							■				
MAM2080: Records Management 1																	■				
MAM3070: Office Systems 2																	■				
MAM3080: Communication Strategies 3			■							■							■				
MAM3090: Records Management 2																	■				

■ Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

▭ Provides some links with course content developed in this strand, usually through the application of related technologies and/or processes.

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LINKAGES—*Management and Marketing in Junior High*

Course Emphasis	Management & Marketing Courses	Enterprise & Innovation Courses	Information Processing Courses	Financial Management Courses
(Theme 1) Retailing (3 courses)	Management & Marketing Basics *MAM1010* Quality Customer Service *MAM1020*	Challenge & Opportunity *ENT1010*		
(Theme 2) Venture Planning (4 courses)	Management & Marketing Basics *MAM1010*	Challenge & Opportunity *ENT1010* Planning a Venture *ENT1020*		Financial Information *FIN1010*
(Theme 3) Communication (6 courses)	Communication Strategies 1 *MAM1030*	Challenge & Opportunity *ENT1010*	Computer Operations *INF1010* Keyboarding 1 *INF1020* Word Processing 1 *INF1030* Information Highway 1 *INF1090*	

Course Emphasis	Management & Marketing Courses	Enterprise & Innovation Courses	Information Processing Courses	Tourism Studies Courses
(Theme 4) Tourism (5 courses)	Management & Marketing Basics *MAM1010*	Challenge & Opportunity *ENT1010*		The Tourism Industry *TOU1010* People & Places *TOU1020* Quality Guest Service *TOU1030*

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Across the Curriculum

Management & Marketing Courses	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Business Management Systems and Strategies																			
MAM2010: Managing for Quality																			
MAM3010: The Business Organization																			
MAM3020: Business in the Canadian Economy									■										
MAM3030: Business in the Global Marketplace									■										
Theme: Marketing Systems and Strategies																			
MAM1010: Management & Marketing Basics		■			■														
MAM1020: Quality Customer Service			■																
MAM2090: Promotion: Print Advertising							■										■		
MAM2030: Promotion: Visual Merchandising							■										■		
MAM2040: Retail Operations			■							■									
MAM3100: Promotion: Broadcast Advertising							■										■		
MAM3040: Promotion: Sales Techniques							■										■		
MAM3050: Distributing Goods & Services																			
MAM3060: Setting Up a Retail Store																			
Theme: Information Management Systems and Strategies																			
MAM1030: Communication Strategies 1	■							■											
MAM2050: Office Systems 1																			
MAM2060: Communication Strategies 2								■											
MAM2080: Records Management 1																			
MAM3070: Office Systems 2																			
MAM3080: Communication Strategies 3								■											
MAM3090: Records Management 2																			

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts. ■

Provides some links with course content, usually through the application of related technologies and/or processes.

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SECTION I:
LEARNING RESOURCE GUIDE

This section of the GSI explains how to obtain up-to-date information regarding learning resources that have been identified to support the delivery of courses in this strand. It provides directions for searching, by electronic means, the most current information on:

- authorized student basic, support and authorized teaching resources—resources approved by Alberta Learning for use in this strand
- provincial software agreements—licensing agreements that allow school jurisdictions to purchase educational software at significantly reduced prices
- additional sources of information—other titles and information sources that may provide potentially useful ideas for courses in this strand.

The resource listings compiled for this strand are time sensitive and subject to change. Teachers are encouraged to browse the web sites identified in this guide on a regular basis for the most up-to-date information on new learning resources, more recent versions/editions and other sources of support.

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NOTICE

SECTION I: LEARNING RESOURCE GUIDE

Alberta Learning authorizes a variety of resources that support learning and teaching in this strand. The 1999 amendments to Section I provide directions for obtaining, by electronic means, up-to-date information about authorized resources and other sources of information.

Teachers are encouraged to browse the web sites identified in this guide on a regular basis for the most up-to-date information on:

- authorized resources; i.e., student basic, support, and authorized teaching
- provincial software licensing agreements
- additional sources of support.

The lists of authorized resources that were previously included in Section I have been removed from the 1999 amendments to this document. From 1999 onward, up-to-date listings of authorized resources are to be accessed through:

- the Learning Resources Distributing Centre *Buyers Guide*, available electronically at <http://ednet.edc.gov.ab.ca/lrdc>
- the Authorized Resources Database, available electronically at <http://ednet.edc.gov.ab.ca> under Students and Learning, Learning and Teaching Resources.

Subsequent amendments to the *Guide to Standards and Implementation* for other CTS strands will include similar changes to Section I.

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LEARNING RESOURCE GUIDE

This section of the guide provides directions for obtaining, from electronic sources, up-to-date information about learning resources that support the delivery of CTS courses in this strand. Teachers may use the information to search for current listings of:

- authorized resources that support learning and teaching
  - basic learning resources
  - support learning resources
  - authorized teaching resources
- provincial software licensing agreements
- additional sources of information
  - other titles and sources that contain potentially useful information and ideas
  - web sites that may provide access to global networks of information.

Learning resources for this strand will continue to be updated in order to maintain and expand access to current information suitable for use in a variety of CTS learning environments.

CTS AND THE RESOURCE-BASED CLASSROOM

CTS supports the development of resource-based classrooms where a variety of appropriate, up-to-date print and nonprint resources are available. This approach enables students to:

- interact with a wide range of information sources
- access and use information sources appropriately
- take an active role in managing their own learning.

CTS identifies learning resources in print, software, video and CDROM formats, as well as other sources of information available in the community and through the Internet.

Collaboration between the teacher–librarian and CTS teacher in planning resource-based research activities will ensure that students develop research skills as they increase their understanding of subject content. Planned and purposeful research activities will help students learn to gather, process and share information, and will require access to a range of current print and nonprint resources available in the school library, other libraries, the community and/or from other sources.

Teachers are encouraged to reference *Focus on Research: A Guide to Developing Students' Research Skills,* referenced in the Alberta Learning Monographs section of this guide, when planning research activities.

LEARNING RESOURCE POLICY

Alberta Learning authorizes resources considered appropriate for provincial programs of study and that have met criteria for acceptability. The authorized resources for CTS include:

- student basic—resources that address the majority of the learner outcomes in one or more CTS courses
- student support—resources that assist in addressing some of the learner outcomes of a CTS course
- authorized teaching—resources that support the implementation of one or more CTS courses and assist teachers in the instructional process.

The Learning Technologies Branch also has developed distance education materials for a number of CTS courses. These course materials, also authorized by the province of Alberta, include a range of print and electronic products that can be used to support teaching and learning in CTS.

School boards may identify and approve instructional materials for use in their schools under section 44 (2) of the *School Act.* Many school boards have delegated the power to approve resources to school staff or other board employees under section 45 (1) of the *School Act.*

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For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit
Curriculum Standards Branch
Alberta Learning
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB, Canada T5K 0L2
Telephone: 780–422–4872 (to be connected toll free inside Alberta dial 310–0000)
Fax: 780–422–0576
Internet: <http://ednet.edc.gov.ab.ca>

HOW TO OBTAIN UP-TO-DATE INFORMATION

Authorized Resources

A searchable online index of all student basic, support and authorized teaching resources for courses in this CTS strand is provided through the Authorized Resources Database on the provincial web site. Each entry in the database provides bibliographic information about the resource, an annotation where appropriate, a correlation to specific one-credit courses in this strand, and information about how to obtain the resource.

The Authorized Resources Database can be accessed at <http://ednet.edc.gov.ab.ca>:

- click on "Students and Learning"
- select "Learning and Teaching Resources"
- then select the "Authorized Resources Database".

When using the database to search for resources within a particular CTS strand:

- enter the strand name as the "Curricular Area"
- select the desired "Format" and "Authorization Status" from the options provided
- click on "Submit".

The database begins each list of student basic, support and authorized teaching resources with those resources that been authorized most recently. Upon first entering the database, the user is provided with a title and brief description of each resource, accompanied with copyright information, authorization status, number of pages and intended use by curriculum area and grades. Then by clicking on the "More" icon, a more detailed description of each resource can be obtained, along with additional information regarding publisher/distributor, physical appearance, cost, correlation to individual CTS courses, how to obtain the resource and where the resource can be previewed.

Up-to-date information regarding the availability of distance education materials for CTS courses (i.e., print products, electronic products, products in development) can also be obtained through the web site:

- click on "Students and Learning"
- select "Learning and Teaching Resources"
- then select the "Learning Technologies Branch".

Teachers are encouraged to browse the Authorized Resources Database and Learning Technologies Branch Homepage on a regular basis for the most up-to-date information on authorized learning resources and distance education course materials that are available.

Provincial Software Agreements

Due to frequent upgrades occurring in productivity software (e.g., software packages developed for word processing, spreadsheet, database, multimedia, drawing and design applications), this kind of software is no longer authorized by the department. However, a number of provincial licensing agreements for software products are in place that allow school jurisdictions to purchase productivity software at significantly reduced prices.

An up-to-date listing of provincial software agreements can be obtained through the "Technology" section of the web site. Teachers are encouraged to browse this listing on a regular basis for information regarding additional provincial software licensing agreements that may be established from time to time.

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HOW TO ORDER AUTHORIZED RESOURCES

Most of the student basic, support and authorized teaching resources can be obtained from the Learning Resources Distributing Centre (LRDC). The LRDC *Buyer's Guide*, available in electronic or print formats, provides a complete listing of resources available for purchase and additional ordering information. The LRDC can be contacted at:

12360 – 142 Street
Edmonton, AB, Canada T5L 4X9
Telephone: 780–427–5775 (to be connected toll free inside Alberta dial 310–0000)
Fax: 780–422–9750
Internet: <http://ednet.edc.gov.ab.ca/lrdc>.

It is recommended that all resources be previewed prior to purchase. In some instances, teachers may find it desirable to purchase one copy for their reference and additional copies as required.

ADDITIONAL SOURCES OF INFORMATION

There are many additional sources of information—other titles, and information available from government, professional associations, industry organizations and community agencies—that may provide potentially useful ideas for courses in this strand. Of further note are a number of web sites relevant to courses in this strand, which when used effectively, can provide both teachers and learners with a global network of useable information.

The responsibility to evaluate these additional sources of information prior to selection rests with the user, in accordance with any existing local policy.

CTS Council

An online listing of additional sources of information relevant to courses in this strand is available on the CTS Council web site at <http://ctscouncil.com>. This site can be accessed through the CTS homepage by going to "Related Sites".

Each entry in this listing includes the name of the resource or agency/organization, appropriate distributor/contact information, and where possible a description of the materials/services available.

The CTS Council welcomes your suggestions for maintaining and expanding the sources of information that are shared through this site.

Telus 2Learn Alliance

A searchable online listing of web sites containing information and materials relevant to courses in this strand is available through the Telus 2Learn Alliance at <http://www.2Learn.ca>. This site can also be accessed through the CTS homepage by going to "Related Sites".

The Telus 2Learn Alliance welcomes your feedback and ideas on these and other sites relevant to courses in this strand.

OTHER SOURCES OF SUPPORT

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, ACCESS: The Education Station will copy audiotapes and videotapes for teachers.

ACCESS: The Education Station publishes listings of audiocassettes and videocassettes as well as a comprehensive programming schedule. For further information, visit their web site at <http://www.accesstv.ab.ca>.

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National Film Board of Canada

The National Film Board of Canada (NFB) has numerous audiovisual resources that may be suitable for use in CTS courses. While these resources can be ordered directly from the NFB, many of their materials are also available in public libraries.

For a list of NFB audiovisual resources indexed by title and subject, or to place an order for audiovisual resources, visit their web site at <http://www.nfb.ca>.

Media and Resource Centres

There are a number of urban media and regional resource centres across the province that provide on a loan basis instructional materials that may support CTS courses. Teachers are encouraged to contact their local media or resource centre for further information regarding services that are available.

Urban Media Centres

Calgary Board of Education
Calgary, AB, Canada
Web site: <www.cbe.ab.ca>

Calgary Separate School Board
Calgary, AB, Canada
Web site: <www.crcssd1.calgary.ab.ca>

Edmonton Catholic School District
Edmonton, AB, Canada
Web site: <www.ecs.edmonton.ab.ca>

Edmonton Public School Board
Edmonton, AB, Canada
Web site: <www.epsb.edmonton.ab.ca>

Elk Island Public School Division
Sherwood Park, AB, Canada
Web site: <www.ei.educ.ab.ca>

Medicine Hat School District
Medicine Hat, AB, Canada
Web site: <www.sd76.ab.ca>

Northern Lights School Division
Spirit River, AB, Canada
Web site: <www.nlsd.ab.ca>

Red Deer Public School District
Red Deer, AB, Canada
Web site: <www.rdpsd.ab.ca>

Regional Resource Centres

Zone 1
Zone One Regional Resource Centre
Peace River, AB, Canada
Web site: (not yet available)

Zone 2/3
Central Alberta Media Services
Sherwood Park, AB, Canada
Web site: <www.cams.ab.ca>

Zone 4
Parkland Regional Library
Lacombe, AB, Canada
Web site: <www.prl.lacombe.ab.ca>

Zone 5
South Central Alberta Resource Centre
Strathmore, AB, Canada
Web site: (available in September 1999)

Zone 6
Southern Alberta Learning Resource Centre
Lethbridge, AB, Canada
Web site: (available in July 1999)

Alberta Learning Monographs

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (LRDC Product No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

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- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (LRDC Product No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Focus on Research: A Guide to Developing Students' Research Skills,* 1990 (LRDC Product No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning,* 1990 (LRDC Product No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

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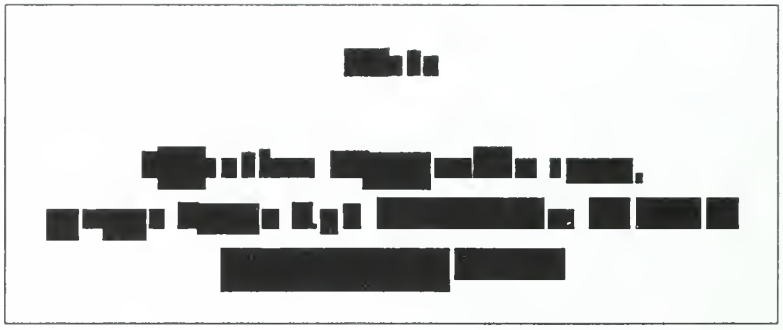
[The 1997 text was deleted September 1999.]



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